



# Story of Practice

## Literacy Learning Loss

# COMMITMENT TO PROFESSIONAL LEARNING



# CONNECTION TO LQS AND SLQS

- **Building Effective Relationships**
  - Acting consistently in the best interests of students.
- **Modelling Commitment to Professional Learning**
  - Seeking and critically reviewing educational research.
  - Engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise.
- **Visionary Leadership**
  - Ensuring that the vision is informed by research on effective learning, teaching and leadership
  - Promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration
  - Promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives
- **Leading Learning**
  - Developing a shared responsibility for the success of all students.

# LITERACY

Our Mountain to Climb



# OUR MOUNTAIN TO CLIMB

- **Literacy and Numeracy have been part of our ongoing learning story.**
  - Westwind Literacy committee - has focused on tier 1 instructional strategies and gathering resources to support quality instruction.
  - Training to support screening and Assessment of student achievement levels
    - Fountas and Pinnell
    - Jerry Jones
- **Classroom teachers used the data to inform instruction and practice.**
- **Westwind still had too many students not reading at the right level**
- **Divisions need for a system wide data collection and focus on data driven decision making.**

# WESTWIND IDEAL LEARNING ENVIRONMENT



# DIVISIONAL OBJECTIVES

- All Students grade level for Literacy and Numeracy
- All Students will reach the acceptable standard on Provincial Achievement Tests
- All Students will graduate from High School

# FROM THE IDEAL LEARNING ENVIRONMENT

- Literacy Focus
- Use of collaborative response to support student growth and needs
- Prior to the Learning Loss Grant - we started to look at Literacy and focus our work on reading interventions.
  - Screen to focus on students needing support (Grades 1 -9)
  - Focus on data to support student growth
  - Providing targeted interventions
- We were introduced to the work of researchers on reading intervention
  - Dr. Georgiou - University of Alberta
  - Dr. Rauno Parrila - Macquarie University - Australia
  - Dr. Saskia Kohnen - Macquarie University - Australia
  - Dr. Matthew Kirkstead - Black Gold School Division - School Principal
- We began to deepen our understanding of reading interventions



# PROFESSIONAL DEVELOPMENT

- 1 two hour session with School Administration and Dr. Georgiou
- 4 two hour sessions with Dr. Georgiou for teachers
- 1 Day with School Administration with Matthew Kirkstead on how to use data. School-wide intervention plans
- 8 two hour sessions for all teachers on reading interventions for all students, sessions provided by Dr. Rauno Parrila and Dr. Saskia Kohnen
- 1 All day session with School Administrators with Dr. Georgiou

# LEARNING DISRUPTION GRANT. (GRADES 1-3)

- Screen of Students
- Collection of Data
- Money Granted from the Province
- Hiring for Intervention specialist
- Intervention designed to meet the need on individual students

# REVIEW OF THE PROCESS

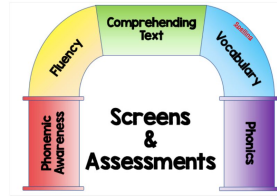
- **Sept - Students Screened (Gr. 2-9 all)**
- **Oct - Data Reviewed - Divisions, School and Classroom Level**
- **Nov - Jan Intervention designed, implemented, and frequent monitoring to meet the needs of students**
  - Heggerty
  - Reading Intervention Lessons (A guide to systematic Phonics Instruction) - Alberta
- **Jan - Students Screened (Gr. 1-9 all)**
- **Feb - Data reviewed Divisions, School and Classroom Level**
  - Student growth reviewed
- **Feb - May Intervention designed, implemented, and frequent monitoring to meet the needs of students - Grade 1s added in**
- **June - Students Screened and Data Reviewed (Gr. 1-9 all)**

# STAFF RESOURCES

- **Centralized Location for:**
  - PD Resources including videos
  - Teaching Resources
  - Intervention Strategies



Click on each part of the image below to access resources for each of the 5 pillars, as well as the Screens and Assessments.



We are in the process of building this image and resources. Please be patient while we do this. If you find any mistakes in our feedback, PLEASE contact Carley Taylor at carley.taylor@westwind.skd.ab.ca. Thank you!



[Effective Teaching Strategies](#)



# REFLECTIONS

- **Importance of data-informed decision making**
- **Importance of learning for experts**
  - Opportunity for administrators and teachers to make connections
- **Importance of providing structured support for students**
  - Schools are looking at ways to change staffing to provide support
- **Change takes time**
  - Our focus for next year is improved implementation of the training from this year
- **We can not fail students by not doing all we can to ensure they can read**
- **Some students will have challenges reaching grade level; we will remain focused on our goal.**
- **Ongoing conversation and reflection (is what we doing working?)**

# QUESTIONS?

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